

**ERRORS IN WRITING MADE BY THE SECOND YEAR
STUDENTS OF SMA N 2 WATES KULON PROGO**

A THESIS

**Presented as Partial Fulfillment of the Requirements
for the Attainment of the *Sarjana Pendidikan* Degree
in English Language Education**



by

RUSDI
05202244115

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
STATE UNIVERSITY OF YOGYAKARTA**

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APPROVAL SHEET

**ERRORS IN WRITING MADE BY THE SECOND YEAR STUDENTS OF
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Approved by consultants on ... June 2011

By

The First Consultant

Suhaini, M. Saleh, M. A
NIP. 19540120 197903 1 002

The Second Consultant

Anita Triastuti, S. Pd., M. A
NIP. 19741205 200312 2 001

RATIFICATION

ERRORS IN WRITING MADE BY THE SECOND YEAR STUDENTS OF SMA N 2 WATES KULON PROGO

A THESIS

Accepted by the Board of Thesis Examiners of the Faculty of Languages and Arts of State University of Yogyakarta on ... July 2011 and declared to have fulfilled the requirement for the attainment of the degree of *Sarjana Pendidikan* in English Language Education

Board of Examiners,

Chairman : Samsul Ma'arif, M.A

Secretary : Anita Triastuti, S.Pd, M.A

First Examiner : Abdul Ghani Johan, M.Ed

Second Examiner : Suhaini. M. Saleh, M.A

Yogyakarta, 12 July 2011

Faculty of Languages and Arts

State University of Yogyakarta

Dean,

Prof. Dr. Zamzani, M.Pd.

NIP. 19550505 198011 1 001

PERNYATAAN

Yang bertanda tangan di bawah ini, penulis:

Nama : RUSDI

NIM : 05202244115

Jurusan : Pendidikan Bahasa Inggris

Fakultas : Bahasa dan Seni Universitas Negeri Yogyakarta

Judul Karya Ilmiah : ERRORS IN WRITING MADE BY THE SECOND YEAR
STUDENTS OF SMA N 2 WATES KULON PROGO

menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri dan sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara penulisan karya ilmiah yang lazim.

Apabila terbukti pernyataan ini tidak benar, hal itu sepenuhnya menjadi tanggung jawab penulis.

Yogyakarta, Juni 2011

Penulis,

RUSDI

Dedications

This thesis is lovingly dedicated to:

- ✚ *My beloved parents (Mummy and Daddy)*
Sorry I have never been good enough for you.
- ✚ *My brothers and sisters*
Thank you very much for your support. I am just a child who cannot survive without your guidance.
- ✚ *The big family of SMA N 2 Wates Kulon Progo and SMK PGRI 1 Sentolo.*
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You are the strength of my life. Without you I'm nothing.
- ✚ *Last but not least, Resa Arista.*

Mottos

Be strong enough to face the world

Be generous to those who need your help

Be willing to share happiness

Be loving to those who love you

*Be loving to those who do not love you and hope that
they may change*

(Anonym)

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Yogyakarta, June 2011

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ERRORS IN WRITING MADE BY THE SECOND YEAR STUDENTS OF SMA N 2 WATES KULON PROGO

**RUSDI
05202244115**

ABSTRACT

This study aims to give report about errors in writing made by the second year students of SMA N 2 Wates Kulon Progo. The errors observed are grammatical ones; other errors are not taken into consideration.

The population of this research consists of 126 second year students of SMA N 2 Wates Kulon Progo. The sampling was carried out by using total population sampling technique which means that the whole population is used as the sample of population. In order to get the data needed, the researcher asked the subject of the research to make English compositions on the topic given. Besides, the subjects of the research were also allowed to make English compositions based on their own favourite topics on writing.

Some important findings are reported as follows. From the data used, it can be seen that there are 1217 errors. Based on the surface strategy taxonomy, 485 errors or 39.85 % are misformation errors, 309 errors or 25.39 % are omission errors, 286 errors or 25.5 % are addition errors and 137 errors or 11.26 % are misordering errors. Among the twenty subcategories, the most frequent errors are the omission of *be*.

CHAPTER I

INTRODUCTION

A. Background of the Problems

English is an international language and almost every nation in the world learns English as a second language or as a foreign language. Because of the importance of English in almost every field, it has been chosen as the first foreign language to be taught at schools in Indonesia. The English teaching and learning process in this modern life becomes a need.

In Indonesia, English is one of the essential lessons that is taught at schools or educational institutions. It has been taught from elementary schools, junior high schools and senior high schools or vocational high schools. Nowadays, some of kindergartens in Indonesia also introduce and teach English to young children.

There are many aspects in language that should be taught by English teachers. In general, there are four aspects or skills of English that must be learned by students, namely; listening, reading, speaking and writing. The writing teaching and learning process is important for students. Students can learn many aspects in writing, so that they can produce sentences, paragraphs and texts by using English compositions which are acceptable and grammatically correct. Students can convey their purposes, ideas, feelings and thoughts in written form, so that they can improve and develop their skills in writing.

In the teaching and learning process of writing, English teachers can ask their students to write freely on any topic to emphasize fluency. Because writing is a productive skill, it can be used by students to express their purposes, ideas, feelings and thoughts in written form. Students are expected to make an English composition by using good grammar. A good composition of writing helps people to catch students' purposes, ideas, feelings and thoughts easily.

In senior high school, the purpose of English teaching and learning process is to make the students have a high interest or motivation to study English. They are also expected to know and develop the four skills in the language mastery (listening, reading, speaking and writing). They can learn and master English in a good pattern. Students who have graduated from a senior high school are expected to have good knowledge in English to prepare their future.

SMA N 2 Wates is one of schools in Kulon Progo that uses a moving class system. It means that each lesson has its room or special room to conduct the teaching and learning process. The English class is conducted in the English room. In the teaching and learning process of English, this school has integrated the four language skills (listening, reading, speaking and writing). The English teachers usually use English books as the learning materials in the teaching and learning process. The English teachers also use tape recorder in conducting listening class. Sometimes, SMA N 2 Wates invites native speakers to develop and improve students' English skills.

It is obvious that writing is one of the skills that must be learned by the students. However, after learning English for several times, Indonesian students, including the students in SMA N 2 Wates are not able to convey their purposes, ideas, feelings and thoughts in writing well. The students found difficulties when they have to express themselves in English, especially in written form. They still found some difficulties to write English compositions which are acceptable and using good grammar.

B. Identification of the Problems

Difficulties occur in almost every field in students' life, as it also occurs in the teaching and learning process. In conducting the teaching and learning process of English, especially writing, the students still found some difficulties. Difficulties which occur in the teaching and learning process can make students produce errors when they have to express themselves in English. The difficulties become their problem until now.

The first problem may come from the students themselves. Some of the students have a low motivation to learn English, especially writing. For them, writing is very difficult to learn because it relates to grammatical rules. It seems that they do not have spirit or motivation to learn English seriously. In writing, the problem is not only about finding the rights words and using good grammar, but also expressing purposes, ideas, feelings and thoughts in English.

The second problem may come from the English teachers. Some of them do not use interesting methods to conduct the teaching and learning process. As a result, they fail to attract students' attention. The class becomes uncontrolled and the English teachers are not able to achieve the goals or purposes of the teaching and learning process.

The third problem may come from the English materials. Materials refer to anything used by the teachers or learners to facilitate the learning of a language. Materials could obviously be cassettes, videos, CD-Rooms, dictionaries, grammar books, workbooks or photocopied exercises, (Tomlinson, 1998: 2). Materials which do not resemble to students' life also make the students feel uncomfortable in the teaching and learning process. They have to work hard and spend much time to understand the content of the materials. Materials which are not suitable with the students' grade can also make the students lose their interest in learning English.

The fourth problem may come from students' linguistic competence. Many English teachers of senior high schools in Indonesia complain about their students' inability to apply and interpret the linguistic competence that they have learned for several times in the right way. Linguistic competence is very important for the students, especially when they have to follow writing class.

The fifth problem may come from school's environment. The environment which is very crowded and full of noise can disturb the teaching and learning process. It can disturb students' concentration to the teaching and learning

process. As a result, it is difficult for them to pay attention to the teachers. It is also difficult for them to catch the teacher's explanations.

In senior high schools, the purpose of the English teaching and learning process is to make the students have interest to master the four skills of English. They are also expected to integrate the four language skills in their daily life. Writing is one of the essential skills in language that must be learned by the students in senior high schools. Those who have graduated from a senior high school are expected to have capabilities to construct and write English compositions which are acceptable and grammatically correct.

C. Limitation of the Problems

It is difficult for the researcher to analyze all aspects of errors in language made by the students. As stated in the identification of the problem, difficulties in the teaching and learning process can make the students produce errors when they have to express themselves in English. Errors may occur in many aspects of language. Errors may happen in receptive and productive skills. Due to the limitation of knowledge, time, fund, ability and energy of the researcher, this research will only focus on the errors made in writing because writing is one of the skills in English that is important for the students.

D. Formulation of the Problems

According to the identification and limitation of the problems above, the researcher formulates the problems as follows:

1. What are the kinds of high-frequency grammatical errors in written English made by the second year students of SMA N 2 Wates?
2. What are the possible causes of those errors?

E. Objectives of the Study

The objectives of the study are as follows;

1. To describe the common errors in writing made by the students of SMA N 2 Wates.
2. To discuss the possible causes of those errors.

F. Significances of the Study

This research is expected to give contributions. The significances are as follows:

1. The main benefit of this research is to inform the kinds of grammatical errors which occur in students' writing works made by the students of SMA N 2 Wates in the second grade. The teachers will exactly know the difficulties that are being faced by the students. This information will become important to the teachers in improving and developing English teaching and learning strategies, especially in conducting the teaching and learning of writing.

2. This research encourages the students to learn writing more intensively.
3. This research encourages other researcher to conduct research on writing.
4. This research is expected to provide feedback for the English teachers of SMA N 2 Wates in improving and developing the teaching of writing.

CHAPTER II

LITERATURE RIVEW AND CONCEPTUAL FRAMEWORK

A. Teaching English as a Foreign Language

English is very important in almost every field in our life. It also important to communicate to people around the world. The English teaching and learning process in this modern life has become a need or even become a must. According to Brown (2000: 193-194), learning EFL, that is, English in one's own culture with few immediate opportunities to use the language within the environment of that culture (for example, an Indonesian learning English in Indonesia), may at first appear to be easy to define. Two global developments, however, mitigate the clarity of identifying a simple "EFL" context: (a) the current trend toward immigrant communities establishing themselves within various countries (for example, Indonesian communities in a large city in the United States) provides ready access to users of so-called foreign languages; (b) in the case of English, the penetration of English-based media (especially television, the internet and the motion picture industry) provides further ready access to English even in somewhat isolated settings.

In addition, Nayar in Brown (2000: 194) pointed out the problem with the ESL or EFL terminology, is that it "seems to have created a world view that being a native speaker of English will somehow bestow on people not only unquestionable competence in the use and teaching of the language but also

expertise in telling others how English ought to be taught.” In Indonesia, the process of teaching and learning of English integrates the four language skills. The language skills are listening, reading, speaking and writing. According to Brown (2001: 234), the integration the four language skills are needed because of some reasons;

1. Production and reception are quite simply two sides of the same coin; one cannot split the coin in two.
2. Interaction means sending and receiving messages.
3. Written and spoken language often (but not always) bear a relationship to each other; to ignore that relationship is to ignore the richness of language.
4. For literate learners, the interrelationship of written and spoken language is an intrinsically motivating reflection of language and culture and society.
5. By attending primarily to what learners can do with language, and only secondarily to the forms of language, we invite any or all of the four skills that are relevant into the classroom arena.
6. Often one skill will reinforce another; we learn to speak, for example, in part by modeling what we hear, and we learn to write by examining what we can read.
7. Proponents of the whole language approach have shown us that in the real world of language use, most of our natural performance involves not only the integration of one or more skills, but connections between language and the way we think and feel and act.

In English teaching and learning process, teaching techniques are elements that cannot be separated. Teachers need special preparation to teach a language, especially English. Teachers must be familiar with various kinds of teaching techniques in order to improve their quality of language teaching and to get students' attention. On the other hand, teachers also need to conduct teaching and learning process involves the four aspects of language, namely; teaching listening, reading, speaking and writing.

B. Teaching Writing

Writing is categorized as a productive skill. It is used by the students to express or convey their creative purposes, ideas, feelings and thoughts in written form. A good composition of writing helps the people to catch one's purposes, ideas, feelings and thoughts easily. It is also important to avoid misunderstanding among the people.

In writing, students not only need linguistic knowledge or linguistic competence, but also need non-linguistic competence. These two elements cannot be separated to each other. Nunan (1993: 5) proposes that linguistic knowledge is knowledge of how sentences are formed internally and combined with each other externally. While non-linguistic knowledge is knowledge of subject matter or content of the text in question. Then, subject matter knowledge plays an important part in enabling the reader or listener to interpret the texts.

In conducting the writing teaching and learning process, there are some types of classroom writing performance that can be used by the teachers. According to Brown (2001: 343-346), there are five major categories of classroom writing performance;

1. Imitative, or writing down

At the beginning level of learning to write, students will simply “write down” English letters, words and possibly sentences in order to learn the conventions of the orthographic code. Some forms of dictation fall into this category, although dictations can serve to teach and test higher-order processing as well. Dictations typically involve the following steps;

- a. Teacher reads a short paragraph once or twice at normal speed.
- b. Teacher reads the paragraph in short phrase units of three or four words each and each unit is followed by a pause.
- c. During the pause, students write exactly what they hear.
- d. Teacher then reads the whole paragraph once more at normal speed so students can check their writing.
- e. Scoring of students’ written work can utilize a number of rubrics for assigning points. Usually spelling and punctuation errors are not considered as severe as grammatical errors.

2. Intensive, or controlled

This type of writing does not allow much, if any, creativity on the part of the writer. A common form of controlled writing is to present a paragraph to

students in which they have to alter a given structure throughout. Students may be asked to change all present tense verbs to past tense; in such a case, students may need to alter other time references in the paragraph. We can find intensive or controlled writing in many course books or exercise books.

3. Self-writing

The most salient instance of this category in classroom is note-taking, where the students take some notes during a lecture for the purpose of later recall. Diary or journal writing also falls into self-writing.

4. Display writing

Writing within the school curricular context is a way of life. For all language students, short answer exercises, essay examinations and even research reports will involve an element of display. Students need to master display writing techniques in order to enrich their academic skills.

5. Real writing

Brown proposes three subcategories of real writing, namely:

a. Academic writing

One of the examples is group problem-solving tasks, especially those that relate to current issues and other personally relevant topics may have a writing component in which information is genuinely sought and conveyed.

b. Vocational or technical writing

This subcategory relates with job. Vocational or technical can take place in classes of students studying English for advancement in their occupation.

c. Personal writing

Diaries, letters, post cards, notes, personal messages and other informal writing fall in personal writing.

In addition, there are some principles for designing writing techniques in conducting teaching and learning writing. The principles are very important to emphasize students' writing fluency. Brown (2001: 346-348) proposes six principles for designing writing techniques:

1. Incorporate practices of “good” writers

Here are some characteristics of good writers:

- a. focus on a goal or main idea in writing
- b. perceptively gauge their audience
- c. spend some time (but not too much) planning to write
- d. easily let their first ideas flow onto the paper
- e. solicit and utilize feedback on their writing
- f. are not wedded to certain surface structures
- g. revise their work willingly and efficiently
- h. patiently make as many revisions as needed

2. Balance process and product

Writing is a composing process and usually requires some drafts before an effective product is created. So that teachers have to make sure their students are carefully led through appropriate stages or steps.

According to White and Arndt in Harmer (2001: 258), process in writing is an interrelated set of recursive stages which include;

- a. drafting
- b. structuring (ordering information, experimenting with arrangements, etc.)
- c. reviewing (checking context, connections, assessing impact and editing)
- d. focusing (that is making sure students are getting the message across students want to get across)
- e. generating ideas and evaluation (assessing the draft and/or subsequent drafts.

3. Account for cultural or literary backgrounds

In writing, teachers need to help students to understand culture that they are accustomed and then, bring them to the use of acceptable English rhetoric.

4. Connect reading and writing

By reading and learning a variety of relevant text types, students can gain important insights both about how they should write and about the subject matter they may become the topic of their writing.

5. Provide as much authentic writing as possible

There are many ways that can be seen as authentic writing. The first is sharing writing with other students in the class. The second is publishing a class newsletter writing letters to people outside of class, writing a script for a skit or dramatic presentation, writing resume and writing advertisements.

6. Frame the techniques in terms of prewriting, drafting and revising

Writing process tends to be framed in three stages of writing. The prewriting stage encourages the generation of ideas, while drafting and revising stages are the core of process writing.

C. General Notion of Errors

Human learning is fundamentally a process that involves the making of mistakes. Mistakes, misjudgements, miscalculations and erroneous assumptions form an important aspect of learning virtually any skill or acquiring information (Brown, 2000: 216). Some experts of linguistics define errors in their own terms. However, the meaning that they convey is almost the same. Hornby (2000: 290) states errors as something done wrongly or the state of being wrong in belief or

behaviour. Webster (1984: 476) defines errors in three items. The terms are as follows:

1. An error is the state of believing what is untrue, incorrect, or wrong.
2. An error is a wrong belief; incorrect opinion.
3. An error is something incorrectly done through ignorance or carelessness.

Errors may occur in many aspects of language. In addition, linguistic errors may happen in receptive as well as productive skills, spoken as well as written language. In written language, errors may occur in diction, punctuation, word order, omission, addition, misinformation, etc.

Another expert, Vianna (1981: 338) in The American Heritage Desk Dictionary defines errors in some definitions. The definitions of errors are as follows:

1. An error is an act, statement, or belief that deviates from what is correct, right, or true.
2. An error is the condition of being incorrect or wrong.
3. An error is a deviation from an accepted code of behaviour.
4. An error is a mistake caused by accident or ignorance.
5. An error is the difference between a computed, estimated, or observed value and a correct value.

Moreover, Funk and Wagnalls (1967: 431) in Standard Dictionary express some explanations of errors. Here are some explanations of errors:

1. An error is the condition of erring, or going astray from the truth, especially in matters of opinion or belief; also, deviation from a right standard of judgement or conduct, as through ignorance; mistake.
2. An error is something done, said, or believed wrongly; a deviation from correctness or accuracy, or from truth.
3. An error is a violation or neglect of duty; transgression; sin.

1. Errors in Reference to Language Learning

a. Errors

Corder (1973: 259) defines “errors as breaches of the code.” A learner makes some errors because of lack of knowledge of understanding of the rules of the language that being learned. Therefore, the meaning of phrases or sentences produced is unacceptable. In addition, Raimes (1983: 22) states that errors can occur due to carelessness, lack of application of a learned rule in context and lack of knowledge of a structure. Errors are inability that are caused by the lack of knowledge of the language rules or *competency factors*, (Chomsky in Tarigan (1988: 273)).

b. Mistakes

A mistake is inability to match the language to the situation. It may occur because of the selection of wrong style, dialect or variation. According to Chomsky in Tarigan (1988: 273), mistakes are inability that are caused by some factors, such as tiredness and lack of attention. Those factors are called

performance factors. Basically, the difference between mistakes and errors is very important, but, it is very difficult to determine mistakes and errors without conducting a good analysis.

c. Lapses

According to Corder (1973: 259), lapses is wrong starts or confusion of structure. Lapses are usually done by the native speakers. They know exactly the rule of their language. Because of that, they are able to correct their own mistakes.

In addition, Edge in Harmer (2001: 99) suggests that mistakes can be divided into three broad categories: ‘slips’ (that is mistakes which students can correct themselves once the mistakes have been pointed out to them), ‘errors’ (mistakes which they cannot correct themselves and which therefore need explanation) and ‘attempts’ (that is when a student tries to say something but does not yet know the correct way of saying it).

2. Classifications of Errors

Dulay. et. al (1982: 146) propose four descriptive classifications of errors. The types of errors are as follows.

a. Linguistic category

Many error taxonomies have been based on the linguistic item which is affected by an error. These linguistic category taxonomies classify errors

according to either or both the language component or the particular linguistic constituent the errors affect.

Language components include phonology (pronunciation), syntax and morphology (grammar), semantics and lexicon (meaning and vocabulary), and discourse (style). Constituents include the elements that comprise each language component. For example, within syntax one may ask whether the error is in the main or subordinate clause; and within a clause, which constituent is affected, e.g. the noun phrase, the auxiliary, the verb phrase, the preposition, the adverb, the adjectives, and so forth.

b. Surface strategy taxonomy

It classifies errors into four categories, namely; (a) *omission*, (b) *addition*, (c) *misformation* and (d) *misordering*. In constructing an utterance or a sentence, English learners may *omit* necessary items or *add* unnecessary ones; they may *misform* items or *misorder* them. Dealing with additions errors, there are three kinds of addition errors; (a) *double markings*, (b) *regularizations* and (c) *simple additions*.

Double markings are more accurately described as the failure to delete certain items which are required in some linguistic constructions, for example the auxiliary is produced twice “*Why didn’t mommy don’t make dinner?*” Regularizations errors that fall under the addition category are those in which a marker that is typically added to a linguistic item is erroneously added to exceptional items of the given class that do not take a marker. For examples,

sheeps and *putted* are both regularizations in which the regular plural and past tense markers *-s* and *-ed*, respectively, have been added to items which do not take markers. Then, simple addition errors are the “grab bag” subcategory of additions. If an addition error is not a double marking nor a regularization, it is called a simple addition. No particular features characterize simple additions other than those that characterize all additions errors-the use of an item which should not appear in a well-formed utterance, for example “*in over here*”.

As in the case of additions, misformations also have three subcategories, namely; *regularizations errors*, *archi-forms* and *alternating forms*. *Regularizations errors* that fall under the misformation category are those in which a regular marker is used in place of an irregular one, as in *runned* for *ran* or *gooses* for *geese*. *Archi-forms* are the selection of one number of a class of forms to represent others in the class is a common characteristic of all stages of second language acquisition. For example, an English learner may temporarily select just one of the English demonstrative adjectives *this*, *that*, *these* and *those*, to do the work for several of them; “*that dog* and *that dogs*”.

As the learner’s vocabulary and grammar grow, the use of *archi-forms* often gives way to the apparently fairly free alternation of various members of a class with each other. It is called *alternating forms*. For example, we can see for demonstrative; “*those dog* and *this cats*”.

c. Comparative taxonomy

The classifications of errors in a comparative taxonomy is based on comparisons between the structure of L2 errors and certain other types of constructions. The comparative taxonomy classifies errors into four categories, namely; (a) *developmental errors*, (b) *interlingual errors*, (c) *ambiguous errors* and (d) *other errors*.

Developmental errors are errors similar to those made by children learning the target language as their first language, for example, “*Dog eat it*”. In case of an interlingual error, it is similar in structure to a semantically equivalent phrase or sentence in the learner’s native language, for example, “*the man skinny*”. Ambiguous error are those that could be classified equally well as developmental or interlingual. That is because these errors reflect the learner’s native language structure and at the same time, they are of the type found in the speech of children acquiring the first language, for example, “*I no have a car*”. Then, few taxonomies are complete without grab bag for items that do not fit into any other category, for example, “*She do hungry*”.

d. Communicative effect taxonomy

While the surface strategy and comparative taxonomies focus on aspects of the errors themselves, the communicative effect classification deals with errors from perspective of their effect on the listener or reader. It focuses on distinguishing between errors that seem to cause miscommunication and those that do not.

Communicative effect taxonomy classifies errors into two categories, namely, (a) *global errors* and (b) *local errors*. Global errors are errors that affect overall sentence organization so as to significantly hinder communication, for example, wrong sentence connectors “*He will be rich until he marry*”. While local errors are errors that affect single elements (constituents) in a sentence so that they do not usually hinder communication significantly. For example, compare the following sentences:

Why like we each other?

Why we like each other?

In line with Dulay, Lennon in Brown (2000: 222-223) states a number of different categories for description of errors. The description of errors are as follows;

- a. The most generalized breakdown can be made by identifying errors of addition, omission, substitution and ordering, following standard mathematical categories. In English a *do* auxiliary might be added (*Does can he sing?*), a definite article omitted (*I went to movie*), an item substituted (*I lost my road*), or a word order confused (*I to the store went*). But such categories are clearly very generalized.
- b. Within each category, *levels* of language can be considered: phonology or orthography, lexicon, grammar and discourse. Often, of course, it is difficult to distinguish different levels of errors.

- c. Errors may also be viewed as either global or local (Burt and Kiparsky 1972).

Global errors hinder communication; they prevent the hearer from comprehending some aspect of the message. For example, “Well, it’s a great hurry around,” in whatever context, may be difficult or impossible to interpret. Local errors do not prevent the message from being heard, usually because there is only a minor violation of one segment of a sentence, allowing the hearer or reader to make an accurate guess about the intended meaning. “A scissors,” for example, is a local error.

- d. Finally, Lennon (1991) suggests that two related dimensions of error, *domain* and *extent* should be considered in any error analysis. *Domain* is the rank of linguistic unit (from phoneme to discourse) that must be taken as context in order for the error to become apparent, and *extent* is the rank of linguistic unit that would have to be deleted, replaced, supplied, or recorded in order to repair the sentence.

Teachers should see errors as a friends not enemies to be conquered; errors tell the teachers a great deal about students’ learning processes, for in errors they can see evidence of the learning process at work, (Raimes, 1983: 22). By seeing errors, teachers can see the development or progress of the teaching and learning process. In addition, they also can make a remedial program to improve teaching and learning process quality. Learning is a process and making an error is not prohibited in the teaching and learning process. The important thing is how to handle errors and finding solution to solve students’ errors.

In the teaching and learning process of English, especially in writing, some students still found any difficulties to write English compositions which are acceptable and using a correct grammar. This condition may caused by the lack knowledge or understanding of grammar. A good understanding of grammatical rules plays an important role in making and developing sentences, paragraphs and texts.

3. Sources of Errors

Brown (2000: 223) states that by trying to identify sources of errors, someone can begin to arrive at an understanding of how the learners' cognitive and affective self relates to the linguistic system and to formulate an integrated understanding of the process of second language acquisition. He proposes three kinds sources of errors, namely; interlingual transfer, intralingual transfer and context of learning.

a. Interlingual transfer

Brown (2000: 224) argues that the beginning stages of learning a second language are characterized by a lot of interlingual transfer from the native language or interference. In these early stages, before the system of the second language is known, the native language is the only linguistic system that the learner has mastered. He gives such examples as: English learners say "*sheep*" for "*ship*" or "*the book of Jack*" instead "*Jack's book*".

b. Intralingual transfer

According to Brown (2000: 224), one of the major contributions of error analysis is its recognition of sources that extend beyond just interlingual error in learning a second language. He observes that intralingual transfer (within the target language itself) is a major factor in second language learning. For example, “*Dog eat it*”.

c. Context of learning

The third major source of errors, according to Brown (2000: 226) is the context of learning. Context refers to the classroom with its teacher and its material in the case of untutored second language learning. In addition, he explains that in the classroom context, the teacher or the textbook can lead the learner to make faulty hypotheses about the language.

D. Contrastive Analysis

According to Patricia A. Richard-Amato (2003: 36), contrastive analysis is based on behaviorism. It considers L1 to be mainly an interference to the mastery of L2. In order to become proficient in L2, the habits of L1 need to be broken before the habits of L2 can become firmly established. More exposure of L2 is also important in order to become proficient in L2.

Kanarakis says that learning a foreign language is the acquiring the ability to express oneself in different sounds and different words through the use of

different grammatical rules. Any sounds, words or items of the grammar of the foreign language may or may not have counterparts in the native language.

In addition, Kanarakis (1968: 287) states that contrastive analysis is the comparison of equivalent portions of two languages for the purpose of isolating the probable problems that speaker of one language will have in acquiring the other. If the description of a single language is highly complex affair, the differential of two languages is more than twice as complex. It involves not only the analysis of two languages, but also a comparison of the differences in separate items and of the way they work together. It covers all levels of language and the relation between them, such as: phonetics, grammar, lexicology and stylistic usage.

Furthermore, Lado says that the most important differences between two languages are not those of words, striking though vocabulary differences may be, but their structure since each language has its own system of sentence patterns, intonation, stress, consonants and vowels. His opinion can be easily understood because language consists of words. The words are joined together or modified to express someone's feeling and thoughts, but the way in which they are joined together or modified differs from one language to another.

In the structure of noun phrases in English for example, single word modifiers usually before the headword, then followed by phrase and clause modifiers. In the structure of noun phrases in Indonesian, a common position for all modifiers is after the headword. The pattern of English noun phrases is *MD*

(*menerangkan diterangkan*), but the pattern of Indonesian noun phrases is *DM* (*diterangkan menerangkan*).

Contrastive analysis has some usefulness. One position holds many reservations regarding the usefulness of contrastive analysis. A second considers it helpful only for the teacher (as a person having language skills and experience) for developing class techniques, evaluating the language of textbook, pinpointing learning problems, predicting the student's mistakes, etc. A third position allows that contrastive analysis can be relevant to the language learning of only adult learners, as will be seen later.

E. Error Analysis

Patricia A. Richard-Amato (2003: 36-37), error analysis is based on developmentalism (learning develops in variable stages as learners interact with the environment). Error analysis looks at such errors positively and considers them necessary to the development of language, be it first or second. It should not pinpoint deficits in the student's use of the new language, but rather should help determine in what ways the student is progressing in the developmental process. It is also very important to determine learning strategy which is suitable for the students.

F. Conceptual Framework

Indonesian students have already acquired and used Indonesian language as the second language and their mother tongue, .e.g. Javanese language, Balinese language, etc as their first language. Indonesian language has been used as the language of instruction in all levels of schools in Indonesia. The mother tongue has been used as a device to communicate in daily life. In Indonesia, English is considered as a foreign language. Because of the importance of English, it has been chosen to be taught at schools in Indonesia. However, after learning English for several times, Indonesian students still make many errors when they ask to express themselves in English, especially in writing.

The errors are classified using the surface strategy taxonomy. According to the surface strategy taxonomy, errors can be classified into four categories, namely: omission, addition, misformation and misordering. Dealing with sources of errors, the errors are classified using comparative taxonomy. According to comparative taxonomy, errors can be classified into four categories, namely; interlingual transfer, intralingual transfer or developmental errors, ambiguous errors and other errors or unique errors.

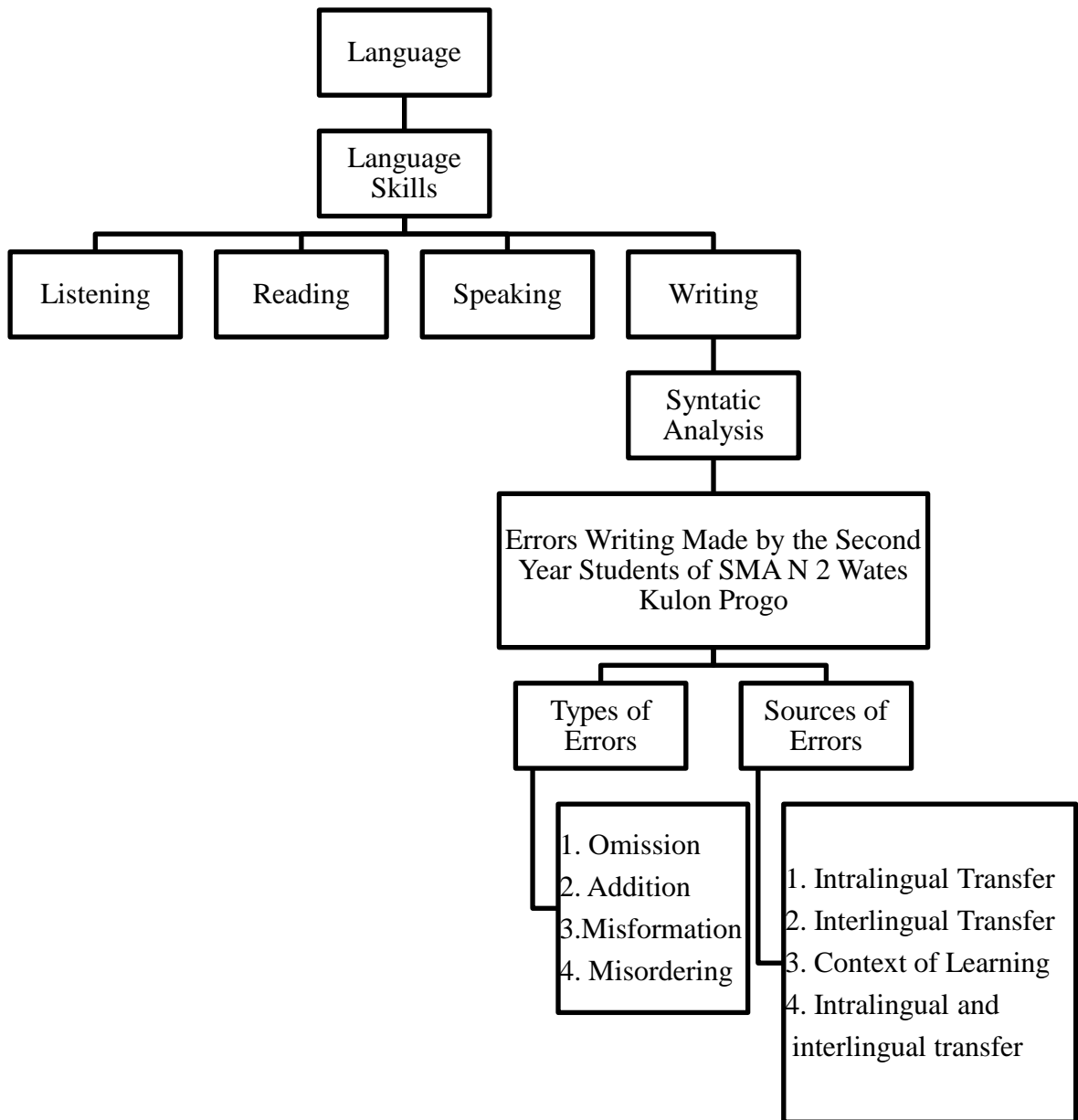
According to the explanation above, there are some important points. Firstly, an error is considered *omission* if a certain linguistic form is omitted. For example, “*My mind always worried.*” Secondly, an error is called *addition* if an unnecessary grammatical item is added to the sentence, for example, “*Why didn’t mommy don’t make dinner.*” Thirdly, an error is called *misordering* if there is a

wrong position in constructing a sentence, for example, “*I met there some Germans.*” Fourthly, an error is categorized *misformation* if there is an incorrect form of structure, for example, “*The girl asks the boy what he should paint.*”

While in an interlingual error, an error is called *interlingual* if it is caused by translating from Indonesian to English directly. For example, “*Dog eat it.*” An error is considered *intralingual or developmental* errors if the difficulties come from the target language itself. For example, “*Joe doesn’t likes it.*” An error is called an *ambiguous* if it can be classified equally well as intralingual (developmental) or interlingual. For example, “*I no have a car.*” Then, an error is considered *unique* error if it cannot be classified into interlingual, intralingual and ambiguous. For example, “*She do hungry.*”

G. Analytical Construct

According to the explanation above, the analytical construct is depicted as follows:



CHAPTER III

RESEARCH METHOD

A. Type of the Research

The research is descriptive qualitative. Issac and Michael (1982: 46) state that the purpose of descriptive research is to describe systematically the facts and characteristics of a given population or area of interest, factually and accurately. In accordance with that, this research tries to describe one of the facts in SMA N 2 Wates. The research deals with common errors in writing made by the second year students of SMA N 2 Wates. Besides, it discusses possible causes of those errors.

B. Setting of the Research

The research was conducted in SMA N 2 Wates, Kulon Progo. The location of this school is very strategic. It is located on Jalan Bendungan, Wates, Kulon Progo, Yogyakarta. There were four classes in each grade. Totally this school had 12 main classrooms. It also had some adequate facilities to support the teaching and learning process, such as chemicals laboratory, physics laboratory, biology laboratory, language laboratory, computer laboratory, creativity laboratory, library, etc. SMA N 2 Wates is one of the schools in Kulon Progo which uses a moving class system. This school has used the moving class system since 2004.

C. Subject of the Research

The subject of this research was the English class students in the second year at SMA N 2 Wates. There are five classes, namely XI IPA 1, XI IPA 2, XI IPS 1, XI IPS 2 and XI IPS 3. The researcher chose the students in the second year because of some reasons. Firstly, the students had learnt English for several times. Therefore, they are expected to have adequate skills and understanding in mastering English. Secondly, the materials or topics of the test were taken from the previous class. Therefore, they were familiar with the topics or materials. Thirdly, it seems difficult to take the third year as the object of the study. Usually, they start preparing themselves to face the national examination.

D. Place and Time of the Research

The research was conducted from 13 July to 17 July 2009. It took place in SMA N 2 Wates on Jalan Bendungan, Wates, Kulon Progo, Yogyakarta.

E. Techniques of Data Collection

The data used in this research are grammatical errors found in the compositions made by the second year students of SMA N 2 Wates. The instrument to get the data in this research was in the form of a test (test of skill in writing). The participants were given some topics and they were asked to develop the topics in written forms. Besides, the participants were also allowed to make English compositions freely. The topics or materials were based on the

Kurikulum Tingkat Satuan Pendidikan (KTSP) of English for senior high schools. The document analysis was used to collect the data. The document was in the form of students' writing work.

Some steps were used in order to collect the data. The first step was preparing the research instrument. The second one was conducting the test. In this step, the students were asked to make English compositions.

Finding out all the grammatical errors in students' works is attempted after collecting the data. The first step was reading every composition carefully and marking each grammatical error. Then, all the grammatical errors were collected and written on a separate piece of paper. The errors are in the form of syntactic analysis. Since the scope of this research is limited to grammatical errors only, other types of errors are not taken into consideration.

F. Techniques of Data Analysis

Classifying errors into omission, addition, misformation and misordering are not adequate. Discussing the sources of those errors is needed. In other words, knowing why the errors occur is taken into consideration. Comparative taxonomy is used in dealing with the sources of errors. It classifies errors into four categories, namely, intralingual or developmental errors, interlingual errors, ambiguous errors and unique or other errors.

In accordance with that, there are two main steps in analyzing the data, namely;

1. Presenting the description of errors

In this step, there are three stages:

- a. Finding out all the grammatical errors

This stage consists of two steps:

- 1) Classifying all similar errors into categories

In this case, the researcher used the surface strategy taxonomy.

- 2) Classifying each category into sub-categories

- b. Finding out the frequency of each error

It consists of three steps:

- 1) Calculating the errors frequency of each category

- 2) Calculating the errors frequency of each sub-category

- 3) Calculating the errors percentages of each category and sub-category

2. Presenting the description of data

It consists of the following steps:

- a. Presenting the table and the graphic of frequency distribution of errors

- b. Presenting some examples of the errors taken from students' works

based on the data, how the errors occur is discussed. In this step, the comparative taxonomy is used in dealing with the sources of errors.

- c. Discussing the errors of some of the sub-categories

G. Reliability and Validity of the Research Instrument

According to Brown (2001: 386), a reliable test is consistent and dependable. Sources of unreliability may lie in the test itself or in the scoring of the test, known respectively as test reliability and rater or scorer reliability. If a test given to the same subject or matched subjects on two different occasion, the test itself should yield similar results.

Bell (1999: 104) states that validity of the research instrument tells us whether an item measures or describes what is supposed to measure or describe. If a research instrument is unreliable, then it must also lack validity, but a reliable research instrument is not necessarily also valid. It could produce the same or similar responses on all occasions, but not be measuring what it is supposed to measure or describe. This seems straight forward enough, but measuring the extent of validity can become extremely involved and there are many variations and subdivisions of validity.

Based on the explanation above, construct validity and content validity are used to enhance and support the validity of the research instrument. In relation with construct validity, it was adapted from generic structures of English text types for senior high school. Then, in relation with content validity, it was adapted from school based curriculum of English for senior high school. The topics and materials were taken from standard of content of school based curriculum of English for senior high school. The topics were about recount text, procedure text and telling future plans.

H. Trustworthiness

Validity is a complex concept. It tells us whether an item measures or describes what it is supposed to measure or describe (Bell, 1999: 104).

In accordance with the explanation above, the triangulation is used to enhance the trustworthiness. Burns (1999: 163) states that triangulation is one of the most commonly used and the best way of checking for validity. The aim of triangulation is to gather multiple perspectives on the situation being studied. It is a term which is used in different senses by qualitative researcher.

Furthermore, Denzin in Burns (1999: 164) defines the forms of triangulation. The forms of triangulation are as follows:

1. Time triangulation

Data are collected at one point in time (cross-sectionally) or over a period of time (longitudinally) to get a sense of what factors are involved in changing processes.

2. Space triangulation

Data are collected across different subgroups of people, to avoid the limitations of studies conducted within one group.

3. Investigator triangulation

More than one observer is used in the same research setting. This helps avoid observer bias and provides checks on the reliability of the observations.

4. Theoretical triangulation

Data were analyzed from more than one perspective. In other words, multiple theories and perspectives were considered during data analysis and interpretation.

The triangulation is a suitable technique for analyzing the data of this research. In this research, the triangulation by theory is used to enhance the trustworthiness. It was done by analyzing the findings of the data through some related theories, such as grammatical rules, errors analysis, etc. Besides, consulting a person who is competent in analyzing writing errors is also conducted to support the trustworthiness.

CHAPTER IV

RESEARCH FINDINGS

A. Description of Errors

The data used in the study were collected from 126 English compositions made by the second year students of SMA N 2 Wates Kulon Progo. There were three topics that were offered to the subjects. The students were asked to tell the most exciting experience, their obsession in the future and the student's favourite food. Each student was asked to develop one of the topics into a good English composition. Besides, they were allowed to make English composition based on their favourite topics.

As already mentioned in the previous chapter, categorizing the errors is based on the surface strategy taxonomy. Dealing with the surface strategy taxonomy, there are four types of errors, namely omission, addition, misordering and misformation. After that, each category was divided into various sub categories in accordance with the items which contain errors. The table below shows the categories and sub categories of errors and the percentage of each category. There are four categories and twenty sub categories of errors.

1. Table of Errors and Their Percentage

TYPES OF ERRORS

No.	Categories Subcategories	Omission		Addition		Misordering		Misformation	
		Σ	(%)	Σ	(%)	Σ	(%)	Σ	(%)
1	Action verbs	2	0.6472	-	-	-	-	32	6.5979
2	Adjectives	-	-	-	-	-	-	11	2.2680
3	Adverbs	-	-	-	-	75	54.7445	8	1.6495
4	Articles	39	12.6214	98	34.2657	-	-	8	1.6495
5	Be	142	45.9547	92	32.1678	-	-	57	11.7526
6	Clauses	-	-	-	-	-	-	32	6.5979
7	Do auxiliaries	12	3.8835	-	-	-	-	-	-
8	Gerunds	-	-	-	-	-	-	8	1.6495
9	Main verbs	14	4.5307	-	-	-	-	-	-
10	Nouns	-	-	-	-	-	-	14	2.8866
11	Noun phrases	-	-	-	-	44	32.1168	-	-
12	Objects	12	3.8835	19	6.6434	18	13.1387	-	-
13	Plural usages	-	-	-	-	-	-	135	27.8351
14	Possessive markers	16	5.1780	14	4.8951	-	-	13	2.6804
15	Prepositions	52	16.8285	63	22.0280	-	-	44	9.0722
16	Relative pronouns	2	0.6472	-	-	-	-	17	3.5052
17	Singular usages	-	-	-	-	-	-	8	1.6495
18	Subjects	18	5.8252	-	-	-	-	-	-
19	Tenses	-	-	-	-	-	-	68	14.0206
20	Third person sing. verbs	-	-	-	-	-	-	30	6.1856
TOTAL		309	100	286	100	137	100	485	100

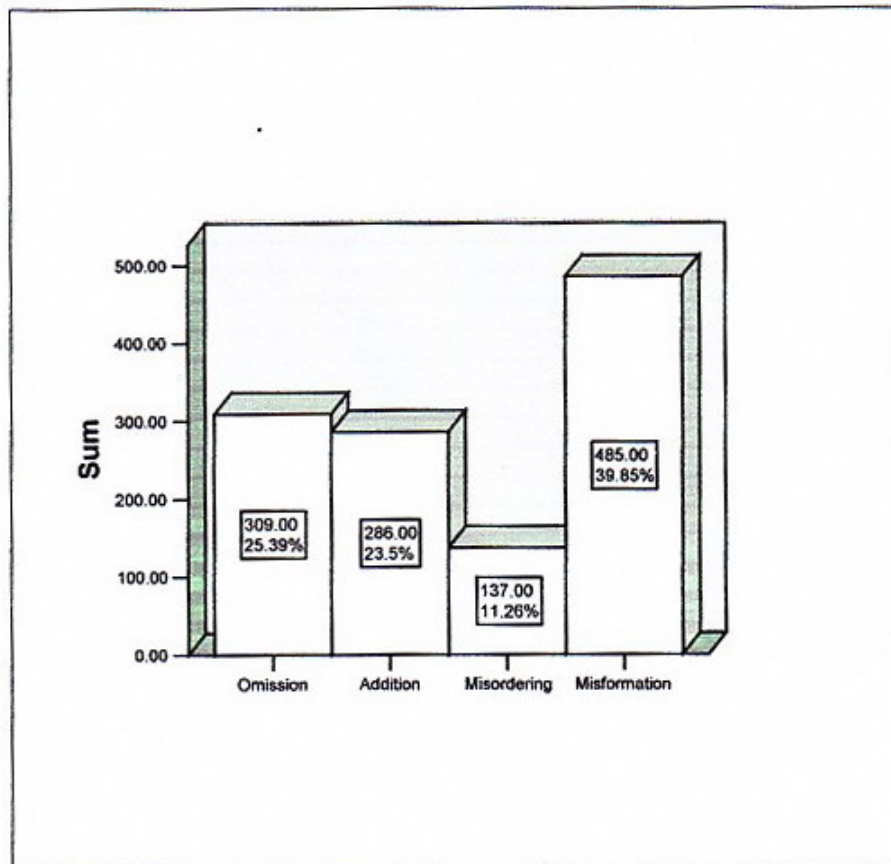
B. Discussion

Among the twenty subcategories, the omission *be* has the highest in number.

For the addition errors, the addition of *article* has the highest in number. While in misordering errors, the misordering of *adverb* has the highest in number. Then, in

the case of misformation errors, the misformation of *plural usage* has the highest in number.

2. The Graphic Distribution of Errors



It is found out that among the four categories of errors, the misformation errors have the highest frequency. The misordering errors are in the lowest frequency. Based on the analyses, it is also found that among the three topics offered to the students, the topic on the student's favourite food is the most favourite topic developed by the students.

C. Data Analysis

There are two kinds of symbols used in showing some sample errors. They are *Sw* means student's work and *Cw* means the correct work of the sentence.

1. Omission Errors

The omission errors consist of omission of action verbs, omission of articles, omission of be, omission of do auxiliaries, omission of main verbs, omission of possessive markers, omission of prepositions and omission of subjects. The following is the discussion of each error:

a. Omission of Action Verbs

The following are the examples:

Sw : __ some pieces of salads with knife.

Cw : Cut some pieces of salads with a knife.

Sw : After that, __ the vegetables oil into the frying pan.

Cw : After that, pour the vegetables oil into the frying pan.

b. Omission of Articles

The following are the examples:

Sw : Astronomy is __ study about the stars.

Cw : Astronomy is a study about the stars.

Sw : I usually make my favourite food once __ week.

Cw : I usually make my favourite food once a week.

Sw : DUFAN is ___ exciting place.

Cw : DUFAN is an exciting place.

Sw : In the night, we had ___competition.

Cw : In the night, we had a competition.

Sw : I have ___ obsession to become a policeman.

Cw : I have an obsession to become a policeman.

Sw : ___ time that I need to make my favourite food is about 15 minutes.

Cw : The time that I need to make my favourite food is about 15 minutes.

Sw : Pour the fried noodles into ___ plate.

Cw : Pour the fried noodles into the plate.

c. Omission of Be

The following are the examples:

Sw : The tastes ___ delicious and spicy.

Cw : The tastes are delicious and spicy.

Sw : Finally, fried tempe ___ ready to be eaten.

Cw : Finally, fried tempe is ready to eat.

Sw : I ___ very happy because I can spend my holiday in Sanur beach.

Cw : I was very happy because I can spend my holiday in Sanur beach.

Sw : After playing football, we ___ very thirsty and we bought some beverages.

Cw : After playing football, we were very thirsty and we bought some beverages.

Sw : Omelette ___ very suitable for breakfast.

Cw : Omelette is very suitable for breakfast.

d. Omission of Do auxiliaries

The following are the examples:

Sw : How ___ you finish your homework?

Cw : How do you finish your homework?

Sw : How ___ you solve your problems?

Cw : How do you solve your problems?

e. Omission of Main Verbs

The following are the examples:

Sw : I eat my favourite food when I ___ very hungry.

Cw : I eat my favourite food when I feel very hungry.

Sw : This omelette is ___ to enjoy.

Cw : This omlette is ready to enjoy.

Sw : Rohanna, you must __ to school tomorrow.

Cw : Rohanna, you must go to school tomorrow.

f. Omission of Objects

The following are the examples:

Sw : I make __ in the morning.

Cw : I make omelette in the morning.

Sw : I like __ very much.

Cw : I like noodles very much.

g. Omission of Possessive Markers

The following are the examples:

Sw : Friends opinions about my obsession are different.

Cw : My friends' opinions about my obsession are different.

Sw : I went to my friend home to return the magazine.

Cw : I went to my friend's home to return the magazine.

h. Omission of Prepositions

The following are the examples:

Sw : I can make it __ 10 minutes.

Cw : I can make it in 10 minutes.

Sw : I am interested __ English.

Cw : I am interested in English.

Sw : __ 27 May 2009, I, Pras, and Rohanna went to Sleman to participate a competition.

Cw : On 27 May 2009, I, Pras, and Rohanna went to Sleman to participate a competition.

Sw : I can make this food __ myself.

Cw : I can make this food by myself.

i. Omission of Subjects

The following are the examples:

Sw : __ can add with some vegetables.

Cw : Noodles can add with some vegetables.

Sw : __ to make my favourite food are...

Cw : The steps to make my favourite food are...

2. Addition Errors

The addition errors consist of addition of articles, addition of be, addition of objects, addition of possessive markers and addition of prepositions. The following is the discussion of those errors:

a. Addition of Articles

The following are the examples:

Sw : Pour a hot water into a cup as you needed.

Cw : Pour hot water into a cup as you needed.

Sw : I and my friends went to the Waduk Sermo last month.

Cw : I and my friends went to Waduk Sermo last month.

Sw : I want to continue my study in the Diponegoro University.

Cw : I want to continue my study in Diponegoro University.

b. Addition of Be

The following are the examples:

Sw : We were celebrated New Year party in Glagah Beach.

Cw : We celebrated New Year party in Glagah Beach.

Sw : I am eat my favourite food once a week.

Cw : I eat my favourite food once a week.

Sw : I am like fried rice because it is very delicious.

Cw : I like fried rice because it is very delicious.

Sw : Omelette contains is protein and fat.

Cw : Omelette contains protein and fat.

c. Addition of Objects

The following are the examples:

Sw : I like noodles because it is very delicious and easy to make it.

Cw : I like noodles because it is very delicious and easy to make.

Sw : I like food fried noodles very much.

Cw : I like fried noodles very much.

d. Addition of Possessive Markers

The following are the examples:

Sw : I got a surprise in my birthday's party last year.

Cw : I got a surprise in my birthday party last year.

Sw : My father's works as a policeman.

Cw : My father works as a policeman.

e. Addition of Prepositions

The following are the examples:

Sw : Toss the rice in carefully.

Cw : Toss the rice carefully.

Sw : We can see some antique bicycles in there.

Cw : We can see some antique bicycles there.

Sw : My favourite of food is fried rice.

Cw : My favourite food is fried rice.

3. Misordering Errors

The misordering errors consist of misordering of adverbs, misordering of noun phrases and misordering of objects. The following is the discussion of each error:

a. Misordering of Adverbs

The following are the examples:

Sw : Add the water into the pan and slowly mix.

Cw : Add the water into the pan and mix slowly.

Sw : In 20 minutes, I can make my favourite food.

Cw : I can make my favourite food in 20 minutes.

Sw : We together swam in the river until evening.

Cw : We swam together in the river until evening.

b. Misordering of Noun Phrases

The following are the examples:

Sw : Football is a program TV that very interesting.

Cw : Football is a TV program that very interesting.

Sw : I participated in “Contest OSN” last year.

Cw : I participated in “OSN Contest” last year.

Sw : The third ingredient that we need is creamier milk.

Cw : The third ingredient that we need is milk creamer.

c. Misordering of Objects

The following are the examples:

Sw : I like very much fried banana.

Cw : I like fried banana very much.

Sw : I love very much my cat.

Cw : I love my cat very much.

4. Misformation Errors

The misformation errors consist of misformation of action verbs, adjectives, adverbs, articles, to be, gerunds, plural usages, possessive markers, prepositions, relative pronouns, singular usages, tense and third person singular verbs. The following is the discussion of those errors:

a. Misformation of Action Verbs

The following are the examples:

Sw : Firstly, boiled one pack of instant noodles.

Cw : Firstly, boil one pack of instant noodles.

Sw : Secondly, hit the oil.

Cw : Secondly, heat the oil.

Sw : Firstly, broken the egg and give it the salt.

Cw : Firstly, break the egg and give it the salt.

b. Misformation of Adjectives

The following are the examples:

Sw : We played a game with very happy.

Cw : We played a game happily.

Sw : I think fried rice is so taste.

Cw : I think fried rice is so tasty.

Sw : The taste of fried rice is deliciously.

Cw : The taste of fried rice is delicious.

Sw : I was very happened because I played basket ball in a competition.

Cw : I was very happy because I played basket ball in a competition.

c. Misformation of Adverbs

The following are the examples:

Sw : My father always works very hardly.

Cw : My father always works very hard.

Sw : Mix all the ingredients thoroughly.

Cw : Mix all the ingredients thoroughly.

Sw : I usually make fried rice three times in twice week for breakfast.

Cw : I usually make fried rice three times in two weeks for breakfast.

d. Misformation of Articles

The following are the examples:

Sw : I walked for the long time.

Cw : I walked for a long time.

Sw : I can make a omelette in 5 minutes.

Cw : I can make an omelette in 5 minutes.

Sw : My mother bought the dictionary in a book store.

Cw : My mother bought a dictionary in a book store.

e. Misformation of Be

The following are the examples:

Sw : The steps to make carrot juice is...

Cw : The steps to make carrot juice are...

Sw : The nutritions in noodles pizza is protein, fat, carbohydrate and vitamin.

Cw : The nutritions in noodles pizza are protein, fat, carbohydrate and vitamin.

Sw : We went home in the afternoon and we was very happy.

Cw : We went home in the afternoon and we were very happy.

f. Misformation of Gerunds

The following are the examples:

Sw : Play basketball is my hobby.

Cw : Playing basketball is my hobby.

Sw : Read many books can add our knowledge.

Cw : Reading many books can add our knowledge.

Sw : Before go to school I always pray.

Cw : Before going to school I always pray.

g. Misformation of Nouns

The following are the examples:

Sw : The steaping are very easy.

Cw : The steps are very easy.

Sw : I went home with fresh felt.

Cw : I went home with fresh feeling.

Sw : The difficultness is making the sauce.

Cw : The difficulty is making the sauce.

h. Misformation of Plural Usages

The following are the examples:

Sw : I like omelette because it contains many protein and fat.

Cw : I like omelette because it contains many proteins and fats.

Sw : Mix it for several time and turn off the stove.

Cw : Mix it for several times and turn off the stove.

Sw : Put the rices into the wok.

Cw : Put the rice into the wok.

Sw : The step-step to make fried rice are...

Cw : The steps to make fried rice are...

i. Misformation of Possessive Markers

The following are the examples:

Sw : Vitamin is very important for us health.

Cw : Vitamin is very important for our health.

Sw : After eating meatball, we went to each home.

Cw : After eating meatball, we went to our home.

j. Misformation of Prepositions

The following are the examples:

Sw : Beside, the procedure to make omelette are very easy.

Cw : Besides, the procedure to make omelette are very easy.

Sw : After that, pour the sauce in the plate.

Cw : After that, pour the sauce into the plate.

Sw : I like fried rice because it is delicious to me.

Cw : I like fried rice because it is delicious for me.

k. Misformation of Relative Pronouns

The following are the examples:

Sw : A person that always supports my obsession is my father.

Cw : A person who always supports my obsession is my father.

Sw : Yesterday, I met a boy that I waited for a long time.

Cw : Yesterday, I met a boy whom I waited for a long time.

l. Misformation of Singular Usages

The following are the examples:

Sw : Then, put it into refrigerator for 1 hours.

Cw : Then, put it into refrigerator for 1 hour.

Sw : The first steps is boiling the noodles.

Cw : The first step is boiling the noodles.

m. Misformation of Tenses

The following are the examples:

Sw : I return home with my father.

Cw : I returned home with my father.

Sw : After that, we get back home.

Cw : After that, we got back home.

Sw : At 11.00 am, we continued this recreation and we goes to DUFAN.

Cw : At 11.00 am, we continued this recreation and we went to DUFAN.

n. Misformation of Third Person Singular Verbs

The following are the examples:

Sw : My father teach Biology in SMP N 3 Wates.

Cw : My father teaches Biology in SMP N 3 Wates.

Sw : Sinta live in Sleman with her uncle.

Cw : Sinta lives in Sleman with her uncle.

Sw : My mother work in an office.

Cw : My mother works in an office.

D. Causes of Errors

Finding out the causes of errors were done by comparing the structure or meaning in each category to a certain structure or meaning of Indonesian language. Besides, finding out the causes of errors was also done by comparing the structure or meaning in each category to a certain structure or meaning in English itself. Then, the causes of errors are categorized based on intralingual transfer, interlingual transfer and context of learning. Some of the sample errors in the previous part are used as the data for discussing the causes of errors.

1. Intralingual Transfer

The first major source of errors is intralingual transfer. According to Brown (2000: 224), one of the major contributions of error analysis is its recognition of sources that extend beyond just interlingual error in learning a second language. He observes that intralingual transfer (within the target language itself) is a major factor in second language learning. The following is the analysis of errors caused by intralingual transfer:

a. Misformation of Adjectives

- 1) I think fried rice is so taste.
- 2) The taste of fried rice is deliciously.

The errors above are caused by the students' lack of knowledge of the adjectives form in English. The learners are still confused to apply the adjectives form in English sentences. Because of that, these errors are caused by intralingual transfer.

b. Misformation of Adverbs

- 1) My father always works very hardly.
- 2) Mix all the ingredients throughly.

The first sentence maybe caused by overgeneralization. In English *adverb* is usually formed by adding *-ly* to the adjectives. There is an exception for the word "hard" in forming adverb. We cannot add *suffix -ly* after the word 'hard'.

The second sentence maybe caused by the students' confusion in using adverb correctly. The meaning that is intended to express in the second sentence is mix all the ingredients completely, so we have to use *thoroughly* as the adverb.

c. Addition of Articles

- 1) Pour a hot water into a cup as you needed.
- 2) I want to continue my study in the Diponegoro University.

The error in the first sentences is possibly caused by the student's lack of knowledge in using article. Hot water is something that cannot be counted or uncountable noun. Thus, we cannot say 'a hot water', but we can say '*a glass of hot water*'.

The error in the second sentences happened because the overgeneralization in the use of article '*the*'. The student does not realize that '*the*' is not needed in front of the name of a university. We cannot say 'the Diponegoro University'. We can use article '*the*' by changing the formation into '*the University of Diponegoro*'.

d. Addition of Be

- 1) We were celebrated New Year party in Glagah Beach.
- 2) I am eat my favourite food once a week.

The errors happened because of the students' habit of using '*be*' in English sentences. The students do not know the function of '*be*', so they consider that all types of sentences must use '*to be*' after subject. '*Be*' always uses in a nominal sentence, for example: *Cat is my favourite pets*. In a nominal sentence, '*be*' has functioned as verb.

e. Misformation of Be

- 1) The steps to make carrot juice is...
- 2) We went home in the afternoon and we was very happy.

It was possible that the errors occurred because of the students' lack knowledge on how to use '*to be*' correctly. It is obvious that the errors are not caused by negative transfer from Indonesian, but they are caused by the students' confusion in using '*to be*'. In English, to be must be congruent with the subject.

f. Misformation of Tense

- 1) I return home with my father.
- 2) After that, we get back home.

It seems that the errors above are commonly made by Indonesian students who studying English. After studying English for several times, they still make the same errors. It could be caused by the students' lack knowledge of grammar, especially tenses. In Indonesian language, there are no tenses. In addition, it could be caused by the direct translation from Indonesian language into English. They translated the sentences directly from Indonesian language into English without understanding that in English there are verb I, verb II and verb III.

g. Plural Used Instead of Singular

- 1) Put the rices into the wok.

In English, there are two types of noun. They are countable nouns and uncountable nouns. Uncountable nouns are considered into singular. They cannot be made into plural. In the first sentence, rice belongs to uncountable noun. It cannot be added by suffix *-s*. In Indonesia, the word rice (*beras*) is not made into plural.

2. Interlingual Transfer

The second major source of errors is interlingual transfer. Brown (2000: 224) argues that the beginning stages of learning a second language are characterized by a lot of interlingual transfer from the native language or interference. In these early stages, before the system of the second language is known, the native language is the only linguistic system that the learner has mastered. The following is the analysis of errors caused by interlingual transfer:

a. Omission of Articles

1) Astronomy is study about the stars.

2) Time that I need to make my favourite food is about 15 minutes.

The errors happened because the learners use the rule of the Indonesian language to make English sentences. In Indonesian, using an article in a sentence is not a must. A student can say '*Ayah saya adalah guru*' or '*Ayah saya adalah seorang guru*'.

In the first sentence, we have to use article *a*, so the correct sentence is *Astronomy is a study about the stars*. We use the article '*a*' in front of study because we are thinking about a particular study. In the second sentences, we have to use the article '*the*', so the correct sentence is '*The time that I need to make my favourite food is about 15 minutes*'. We use the article '*the*' in front of time because we are discussing about a particular time that is the time to make his or her favourite food.

b. Omission of Be

- 1) Finally, fried rice ready to be eaten.
- 2) Omelette very suitable for breakfast.

In some cases, '*to be*' cannot be translated into Indonesian. In every sentence, also in English, a sentence must have a verb. A '*to be*' plays as a verb in a nominal sentence. In the first sentence, the correct form is '*Finally, fried rice is ready to be eaten*' and the correct form for the second sentence is '*Omelette is very suitable for breakfast*'.

c. Omission of Do Auxiliary

- 1) How you finish your homework?
- 2) How you solve your problem?

In English, the pattern of a statement is different from the pattern of a question. In the pattern of a question, the subject must be preceded by an auxiliary. The following is the example:

- 1) I live in Yogyakarta. (statement)
- 2) Where do you live now? (question)

d. Omission of Main Verbs

- 1) This omelette is to be enjoyed.
- 2) Rohanna, you must to school tomorrow.

The errors above occurred because of the influence of the students' native language. The students translated the sentence from Indonesian into English directly. As a result, they omit the verb in the sentence that they produce.

e. Omission of Prepositions

1) I am interested English.

2) 27 May 2009, I, Pras, and Rohanna went to Sleman to participate a competition.

These errors were possibly occurred because of the direct translation from Indonesian into English. As a result, they omit one of the important parts in their sentence. In the first sentence, '*I am interested English*', the student translated directly from Indonesian sentence '*Saya tertarik Bahasa Inggris*'. In the second sentence, '*27 May 2009, I, Pras, and Rohanna went to Sleman to participate a competition*', the student also translated directly from Indonesian sentence '*Tanggal 27 Mei 2009, Saya, Pras, dan Rohanna pergi ke Sleman untuk mengikuti sebuah kompetisi*'.

By seeing the elaboration above, it can be concluded that the erroneous sentences above show the structures of the Indonesian sentences. That is why they are caused by interlingual transfer.

f. Misused Prepositions

1) Beside that, the procedure to make omelette are very easy.

This error is caused by interlingual transfer because it reflects the learner's native language structure. The student translated it from Indonesian sentence into English. The learner failed to distinguish the difference between '*besides*' and '*beside*'. Possibly, the translation of both words in Indonesia is '*di samping*'. It seems that the meaning is the same, but they have a difference. '*Besides*' means '*in addition*', for example: 'Besides that, the ingredients that we need are easy to find'. '*Beside*' means '*at the side*', for example: '*I keep a dictionary beside me when I am doing a test*'. According to that, the student must use the preposition '*besides*', because the meaning that is intended to express in the sentence is '*in addition*'.

3. Context of Learning

The third major source of errors, according to Brown (2000: 226) is the context of learning. Context refers to the classroom with its teacher and its material in the case of untutored second language learning. In addition, he explains that in the classroom context, the teacher or the textbook can lead the learner to make faulty hypotheses about the language. The following is the analysis of errors caused by context of learning:

- 1) There are thirty six tables and seventy two chairs in the classroom.
- 2) Gudeg is very notorious in Yogyakarta.

The error in the first sentence is caused by context of learning. The student failed to differentiate between table and desk. In general, a table does not have drawers, while a desk has drawers. The drawers are used by the students to keep their belongings. So, the sentence should be “*There are thirty six desks and seventy two chairs in the classroom*”.

The error in the second sentence is also caused by context of learning. The student failed to differentiate among *famous*, *notorious* and *popular*. Famous means known or recognized by many people. Notorious means famous for something bad (criminals). Then, popular means liked, enjoyed or supported by many people. So, the sentence should be “*Gudeg is very famous in Yogyakarta*” or *Gudeg is very popular in Yogyakarta*.”

4. Errors Caused by Intralingual and Interlingual Transfer

The students are also can make some errors because of intralingual and interlingual transfer. The following is the analysis of errors caused by intralingual and interlingual transfer:

a. Misformation of Third Person Singular Verbs

- 1) My father teach Biology in SMP N 3 Wates.
- 2) Sinta live in Sleman with her uncle.

The errors are commonly made by Indonesian students. For them, it seems tolerable because in Indonesian sentences, the verb remains the same even

though the subject is a third person singular. It seems strange if this type of errors is made by native speakers. They should know more about this rule.

b. Double Object

1) I like food fried noodles very much.

2) I like noodles because it is very delicious and easy to make it.

The patterns above cannot be found in English sentence structures as well as Indonesian sentence structures. In Indonesian language, people do not say '*Saya sangat suka makanan mie goreng.*' , but people say '*Saya sangat suka mie goreng.*'

E. Analysis on the Research Findings

According to the research findings, more exposure of English is very important for the students, especially grammatical items. Some of the students do not like to study English, especially when they have to study English grammar. They also have some difficulties when they have to express themselves in English, especially in written form. As a result, they still make some grammatical errors. For some students, grammar is considered boring, confusing and frightening.

In order to make students feel interested in studying English, it is very important for the English teachers to be able to present English materials, especially grammatical items in communicative, attractive and interesting way.

The teachers can present and explain grammatical items by using English songs, games, power point and attractive pictures. In order to be able to present English grammatical items interestingly and attractively, an English teacher must be creative and well informed. The English teacher also needs to take advantage of the use of technology development.

The English teachers also need to give more homework to the students. The teachers should check it and giving corrections and notes to the student's work. It is expected that the students will study from their errors and they do not make the same errors in the future. They will be exposed to English grammatical rules better.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

A. Conclusions

Based on the surface strategy taxonomy, it was found a high number or frequency of grammatical errors. By seeing the data used in the research in SMA N 2 Wates Kulon Progo, it can be seen that there were 1217 of errors. They were 485 errors or 39.85 % of the misformation errors, 309 errors or 25.39 % of the omission errors, 286 errors or 25.5 % of the addition errors and 137 errors or 11.26 % of the misordering errors. Among the twenty subcategories, the most frequent type error was the omission of *be*.

Furthermore, by analyzing the errors above, the researcher concludes some possible causes of errors. Firstly, in producing the sentences, the students translate from Indonesian sentences into English sentences directly (direct translation). Secondly, the students make overgeneralization in using English grammatical rules. Because of students' lack knowledge of English grammar, they applied inappropriate rules. As a result, they have made intralingual (developmental) errors. Thirdly, the causes of errors belong to intralingual (developmental) errors and interlingual errors. These causes of errors belong to ambiguous errors. Finally, the causes of some errors cannot be identified into one of the

classifications that have been mentioned previously. This type of errors belong to unique errors.

B. Implications

The research findings show that *misformation* error was the highest among the four categories. It implies that the English teachers of SMA N 2 Wates Kulon Progo failed to present English materials especially English grammatical rules in a communicative way. Moreover, the students also still lack of knowledge about English grammatical rules. They still used the wrong forms of the morpheme or structure. In addition, they added inappropriate words in their sentences or compositions.

By seeing the fact that *misformation* error was the highest, the English teachers of SMA N 2 Wates Kulon Progo have to improve the exposure of English to the students, especially grammatical items. The research findings are expected to give feedback to them in order to improve their quality of teaching and learning process of English.

In the same manner, the students of SMA N 2 Wates Kulon Progo also have to force themselves to study hard and read more English reading materials. By doing that, the students are expected to improve their English understanding, especially grammatical items. They are expected to understand the correct forms of the morpheme or structure.

C. Suggestions

By seeing several aspects, the researcher would like to propose some suggestions to the following parties:

1. The English Teachers

According to the fact that *misformation* error was the highest, the suggestions to the English teachers are as follows:

- a. The English teachers must give more exposures of English written forms, especially the correct forms of the morpheme or structure. It must be done because the students added something, although it was incorrect in their writing works or sentences. Based on the researcher's observation, many of the students did not pay attention to the teachers' explanations. The students tend to ignore the teacher. As a result, they do not understand the materials and they make some errors again.
- b. The English teachers also have to give more homeworks to the students. The teachers have to give more writing tasks and provide written feedback to the students' written works. It is expected that the students will study from their errors and they do not make the same errors in the future. They will be exposed to English grammatical rules better.

2. The Students of SMA N 2 Wates

According to the fact that *misformation* error was the highest, the suggestions to the students of SMA N 2 Wates are as follows:

- a. The students have to be careful when they want to express themselves in English, especially in a written form. They have to read their works carefully before they give their works to their English teachers. They have to make sure that their works are ready to be scored by the teachers. The students also have to change their learning habits. They have to pay attention to the teachers when the teachers give some explanation. Finally, the students have to ask questions when they do not understand the materials well.
- b. The students should have high motivation to study English. They have to learn English by forcing themselves to study hard and read English reading materials as much as possible. By doing that, they can improve and increase their English understanding, especially English grammatical rules. Finally, the students are able to communicate in English and they do not neglect the grammatical rules.

3. Other Researchers

By seeing the results of the research, the researcher would like to propose some suggestions to other researchers as follows:

- a. This research actually has some weaknesses. One of the weaknesses is about the data. The data was incomplete because it was taken from the

second year students of SMA N Wates Kulon Progo. The researcher also realized that there must be further research questions in this research. The questions need to be further studied. Therefore, other researchers are expected to conduct the same research which takes the data from the first and third year students of SMA N 2 Wates Kulon Progo. Hopefully, it may complete this research.

- b. After the researcher knows the errors that are made by the second year students of SMA N 2 Wates Kulon Progo as reported in this thesis, other researchers are expected to conduct a research that will be more challenging in the way that the research will be able to overcome errors that occur in English writing class planned for the second year students of SMA N 2 Wates Kulon Progo.

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RESEARCH INSTRUMENT
WRITING TEST

Instruction: Choose one of the following topics and write it into a good composition.

A. Write a composition telling your most exciting experience. Answer the following questions to help you develop the composition.

1. What kind of experience did you get?
2. What happened to you?
3. When did it happen?
4. Where did it happen?
5. Why did it happen to you?
6. Why was it exciting for you?
7. What did you do from the beginning till the end?
8. What are the lessons you can take from your most exciting experience?
9. What did your friends suggest about your most exciting experience?
10. How did you feel?

B. Write a composition telling your obsession in the future. Answer the following questions to help you develop the composition.

1. What kind of obsession do you have?
2. What are your reasons for having that obsession?
3. Does your obsession come from yourself or not? Explain it.
4. What are your friends' opinions about your obsession?
5. What are your efforts to make your obsession come true?

6. Are there any supports in making your obsession come true? Explain it.
7. Are there any difficulties in making your obsession come true? Explain it.
8. At what age do you want to make your obsession come true?
9. What will you do if your obsession comes true?
10. What will you do if your obsession does not come true?

C. Find your own favourite food. Please write the procedures or instructions on how to cook or make it. Answer the following questions to help you develop the text.

1. What kind of food do you like very much?
2. What are the ingredients or materials you need to make it?
3. What are the procedures to make that food?
4. How long does it take to make your favourite food?
5. What are your reasons for loving that food?
6. Can you make it by yourself?
7. What does the taste of that food?
8. Can you mention the nutritions in your favourite food?
9. How many times do you usually make your favourite food?
10. In what occasion do you usually eat your favourite food?

(Adapted from Interlanguage)

HOW TO MAKE FRIED NOODLES

Materials : 350 g of flat egg noodles

45 ml vegetable oil

9.25 g of mushrooms

200 g of chicken strips

25 g of chopped garlic

100 g of bean sprouts

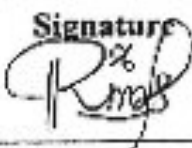
15 ml of soy sauce

Steps :

1. Cook the noodles in boiling water and draining it.
2. Pour the oil into a hot sauce pan and add the strips of chicken.
3. Put the mushrooms in
4. Add the garlic and the bean sprouts and fry it for 3 minutes.
5. Add the noodles and the soy sauce and stir it.
6. When it's cooked, take it out and put it in a large plate.
7. Decorate fried noodles with slices of cucumber and tomatoes.

WRITING TEST

Name : Rohanna Desy Kurniawati
Number : 29
Class : XI IPA 2

Signature


Lived in Wisma Batik

Two month ago, May 27 2009 I didn't live at home I lived in "Wisma Batik". I followed geography OSN. I lived there nine days. There I had a lot of friends. They were from Bantul, Gunung Kidul, Sleman, and Yogyakarta. There I got bedroom number 209. I slept with my friends. They were Ruslina, Ragil, Esti, Ipa, Dyah, and Dias. Ragil, Esti, Ipa, and Dias from Bantul. Ruslina and Dyah from Gunung Kidul.

First day was not happy. At 4 am I woke up. And then I prayed and took a bath. I must queue up ~~up~~ took a bath. Oh no. I got lost. After that I and my friends ate. We ate together. Next we must study in the geography class. We were ~~teached~~ by teacher from "UGM". We study at 7 pm until 9 pm. Oh my God. very tired. We just rested when we ate, prayed, and took a bath. We must study, study, and study. Unfortunately, the teachers of geography were not enjoy. So I and my friends often slept in class. I was to, ha..... ha.....

Second until last day we just did this event. But I was happy at night. Because at night usually we watched movies. We watched geography movies. One of them was "Krakatau Mountain". It was the best movie.

The last day I and my friends went to Gunung Kidul. We looked rocks. In geography there were three rocks. They were sediment, metamorph, and coagulate rocks. We researched them. I was very happy there. But there was one that I did not like. What is that? The weather was very hot.

After from Gunung Kidul, we come back to "Wisma Batik". Apparently, after this event we must back to home. Exact at 5 pm I back to home. My father picked up me. In street my handphone was sounded. Kring... kring... "Rohanna, tomorrow you must to school. tomorrow

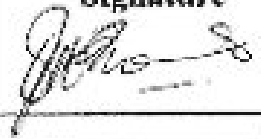
WRITING TEST

Name : RATRI WILLANDARI

Number : 30

Class : XI A1

Signature



How to make Pudding

Materials,

1. a sachet of jelly powder
2. sugar
3. milk
4. water

Steps,

1. pour a sachet of jelly and water then stir it
2. boil the mixture until boiled
3. put the sugar and milk and stir it again.
4. wait until boiled.
5. put it into bowl until full
6. put it into freezer for 1-2 hours
7. Serve the pudding.

I like pudding because the taste is delicious. This food contains much of nutrients, such as : fiber, glucose, fat, ~~etc~~ vitamins, etc.

WRITING TEST

Name : Nur Raza Puri
Number : 7
Class : XI B

Signature



Tornado

In the last holiday, I with my nephew went to Jakarta city. In Jakarta I spent on my Aunt's home in Kebon Pala, Kecamatan Kampung Melayu East Jakarta. I spent 4 days in there place. On Sunday July, 5th, 2008 he went to Dufan with my uncle's car. Before it he was and rotate Manor. After that we took photos in front of gush water. At 11.00 am we continued this recreation. goes to Dufan. In Dufan gate full queue up of car about 130 cars. ~~the~~ price of the ticket is Rp 12.000/person. My nephew said "It's cheap tariff".

After entered to Dufan we must queue up for buy ticket. Dufan is exciting place. Many consolation be in there place but price for a ticket is very expensive Rp 140.000. In Dufan I tried 11 vehicle there are "kora-kora, ontang-anteng, pontang-pontang, extreme bg, magic samphay, halilantar, arut gerat, bring bla, kicir-kicir, niagara gara, tornado". But in my opinion the most extreme vehicle is Tornado. Why not? This game is very extreme and can make every body scream afraid. Come up adrenaline. Actually this game is not very afraid but safeguard is not tight in body so if we ~~lose~~ lose this body will follow tossed aside is very frightened. After descend from the game, this feel is every bone in my body limp. My face is pale due to fright and entered cold sweat. But in my heart is very satisfied.

My nephew said this game ever kill 1 people. and I never tried this game again. When I told this experience to my friends. They said is a stupid game because can kill person but in my opinion this game can make my feel and stress very free.

WRITING TEST

Name : APRILIA AYOMI PUTRI

Number : 22

Class : XI I A 2

Signature



LOST MY FLASHDISK

Friday night, my friend borrowed my flashdisk. At my flashdisk there a three folder. Folder of music, videos, and photo. My friend want to copy my music so, she bring my flashdisk. We do "barter". My friend borrowed my flashdisk and I borrowed her magazine and DVD. After my friend went to home, I stayed in front of the computer and played the DVD. I played the DVD for three times. My father got angry because i watched the DVD until the middle night.

Friday morning, I looked of the magazine. I like the magazine because it gave me information of my favorite drama and artist. At lunch time, I went to my friend home to returned my friend's magazine and DVD and for take my flashdisk. I put my flashdisk in my pocket. Then, I go to my sister home to take my puppy - I bring it with difficulty because it very naughty. At home, I played with my naughty puppy. Without purposely, I put my hand in my pocket and I not found my flash disk there. I'm got panic - I leaved my puppy alone to take the key of motor. I'm arounded of the street, I think my flashdisk fallen in the street. I'm arounded for the long time, but I'm not found my flashdisk - I'm lost my flashdisk. ugh! So Sadness. In the school, my sister told me, if my flashdisk at her home now. I'm feel happy because I'm not lost my flashdisk. My sister also told me, so that I'm not hurried again. I'm be greatful because I'm found my flashdisk and I'm have a sister who care wit me.

WRITING TEST

Name : Estri Handayani
Number : 03
Class : XI IPS 1

Signature

Always Played Handphone

One month ago, I got a new handphone from my parents. I was very happy. I always brought it every where, ex. to school, to market etc.

But, it caused me become lazy student. I didn't do my homework. I didn't have time to study and helped my parents. Because I always want to play it.

It very excited for me because can accompany me when I alone, can to associated met my friends.

Suddenly, my mark become bad and my parents always angried with me. I felt sad at this time. Always played handphone make me lost many other exciting experience. I feel so regret.

My friends suggest me that always played handphone was not ~~so~~ good. I must divided time, when play handphone, when study hard and when helped my parents.

I was very thank you for them. I got best lessons from my experience. I didn't forget it. With it I would become the best student. I would study hard and always helped my parents.

WRITING TEST

Name : YUSTINUS TYASMANTO
 Number : 32
 Class : XI IPA 2

Signature



Kriminalitet

On the morning, I get up let, then I took a bath. After that I breakfast and then I went to school. At the school, I, Tegar, and Agung planed to the Swimming pool. We played after school. That day was Monday.

After school, we started went to the swimming pool together, but, my friend want ~~joined~~ joined with me. This name is Gandung, Hira, Bobby, and Sandra.

At the Swimming pool, we looked at announcement in the dicheveled, ~~xxxx~~ The word is: "Hari Senin - Jumat tutup". Then, we went ~~go~~ to the leader of swimming pool, but not key in there.

Actually, we back to school, we pacted to swimming pool. Actually, I thikned to climbed the wall for swim the swimming pool. And we agreed. Then, we climbed the wall.

We swim wear not short. ~~Notting~~ No one in the swimming pool, except I, Tegar, Agung, Sandra, Bobby, Gandung, Hira and Hira.

We played with verry happy.

At 3.00 pm, we went school. ~~Swam~~ happy because ~~could~~ can swim ~~freely~~ without bought. but we will not repeated again. My friends will not repeat again, and we will bought if we met with keep of swimming pool.

After that we went ~~to~~ home, we went home together, ~~very~~ we were very happy, but we must responsible of that problems. At the next morning, we met with keep of swimming pool, and we bought with cost: Rp 2000,00.

Finally, we were happy not but, we problem had finished. And we enjoyed with keep of swimming pool, and we must not repeated again.

The lessons was we must responsible of that problem.

Name : Maryhudi Lathif

Number : 23

Class : XI S₂

Signature

Maryhudi

My Obsession

Like another SMA's students, I have big obsessions. I think my obsessions is big, because I will choose three jobs. Do you know what is my obsession? Ok... I will answer it.

First, My obsession is German teacher. I have some reasons. Germany is a big country and very famous with its technology. The important reason that make me to be German teacher because I'm very like German.

Second, my obsession is History teacher. Because I like History very much. The famous proverb says: The big nation is a nation who respect with their heroes.

Third, my obsession is Entrepreneur. I think entrepreneur is very good because this job can make I'm more creative.

Last obsession is to be English teacher. English is the big languages and I'm very love English. With English we can speak with another people from many countries and nations.

Ok... from four obsessions, I will choose to be a teacher because in my religion Muslim, we must tell the holy Qur'an to another people. So... I think it's better.

WRITING TEST

Name : Hamif Fauziyati

Number : 12

Class : IIA₂

Signature



1. How to Make Fried Rice

Ingredients:

- white rice that's previously been cooked and refrigerated
- 2 carrots
- $\frac{1}{2}$ an onion
- celery
- 3 eggs
- beef bullion
- black pepper
- garlic powder
- ginger
- soy sauce
- butter
- vegetable oil
- chicken

Steps:

1. Put about 6 cups of rice into your rice cooker. Let it steam until it's ready.
2. Wash the vegetables. Then, dice the carrots and onions into small pieces. Set them for the next step.
3. Add oil and heat up the pan to 100°C.
4. Toss the vegetables into the pan for about 3 minutes. Then, toss in the carrots and onions for 3 minutes with the vegetables. Add the 1 teaspoon of salt into the pan.
5. Boil the chicken with the rest of ingredients.
6. Put a bit more oil into the frying pan.
7. Toss the rice in carefully ~~at~~.
8. Add an egg and scramble with the other ingredients. Add approximately 2 to 3 tablespoon of soy sauce while frying.
9. Put fried rice on a dish and it's ready to serve.

WRITING TEST

Name : Dwi Haryanti
Number : 12
Class : XI S3

Signature



CARROT JUICE

The kind of food I like very much is carrot juice. I am very loving carrot juice because carrot juice contain vitamin A and make my eyes fresh. The taste of carrot juice is sweet. The nutrients in carrot juice is vitamin A. The ingredients or materials I need to make carrot juice is carrot, sugar, water and blender. I can make carrot juice by my self. Many times I usually make carrot juice is 5 minutes. I usually make carrot juice every night before sleep and every morning before go to school.

The procedure to make carrot juice is :

- wash carrot with water.
- Cut this carrot to be small.
- Put the carrot in blender.
- Add sugar in blender
- Add water in blender
- Blend carrot, sugar and water.
- Finally pour this juice in glass.

Long does it take to make carrot juice is ± 10 minutes. The instruction to make carrot juice is very simple.

WRITING TEST

Name : Sulfaon R.

Number : 18

Class : XI S.

Signature



My favourite food

I like French Frier. The taste is Balado. I like it, because it's very nice and delicious. The nutrition is carbohydrate.

The materials to make it = water to wash the potatoes, oil for frying, salt, 1-7 medium potatoes. I can make it and usually once a week. Because I often buy it. I usually eat ~~one~~ french fries if I relax. The procedure to make french fries is.

1. Strip the potatoes
2. Wash the potatoes and then piece the potatoes until be little.
3. After that, warm the oil on the stove.
4. And wait until boil, then input the potatoes in the wok.
5. Take away the potatoes after done.
6. And then mix the potatoes with flavor and the balado flavor. then shake it together.
7. Next, the french fries is ready to serve and have a meal.

I make ~~the~~ my favourite food in 30 menit. And I usually eat french fries with my friend and my sister.

WRITING TEST

Name : Fitria Fatimah

Number : 22

Class : XI A₁

Signature



How to make Jelly

I like Jelly very much. Jelly contains vit A, B, C etc. Jelly is simple and easy to make. follow this steps to make it ;

Materials : • a sachet of Jelly

• 500 ml ~~Hot~~ Cold water

• A glass milk bowls

• 1 ladle

• 1 large bowl

• Sugar

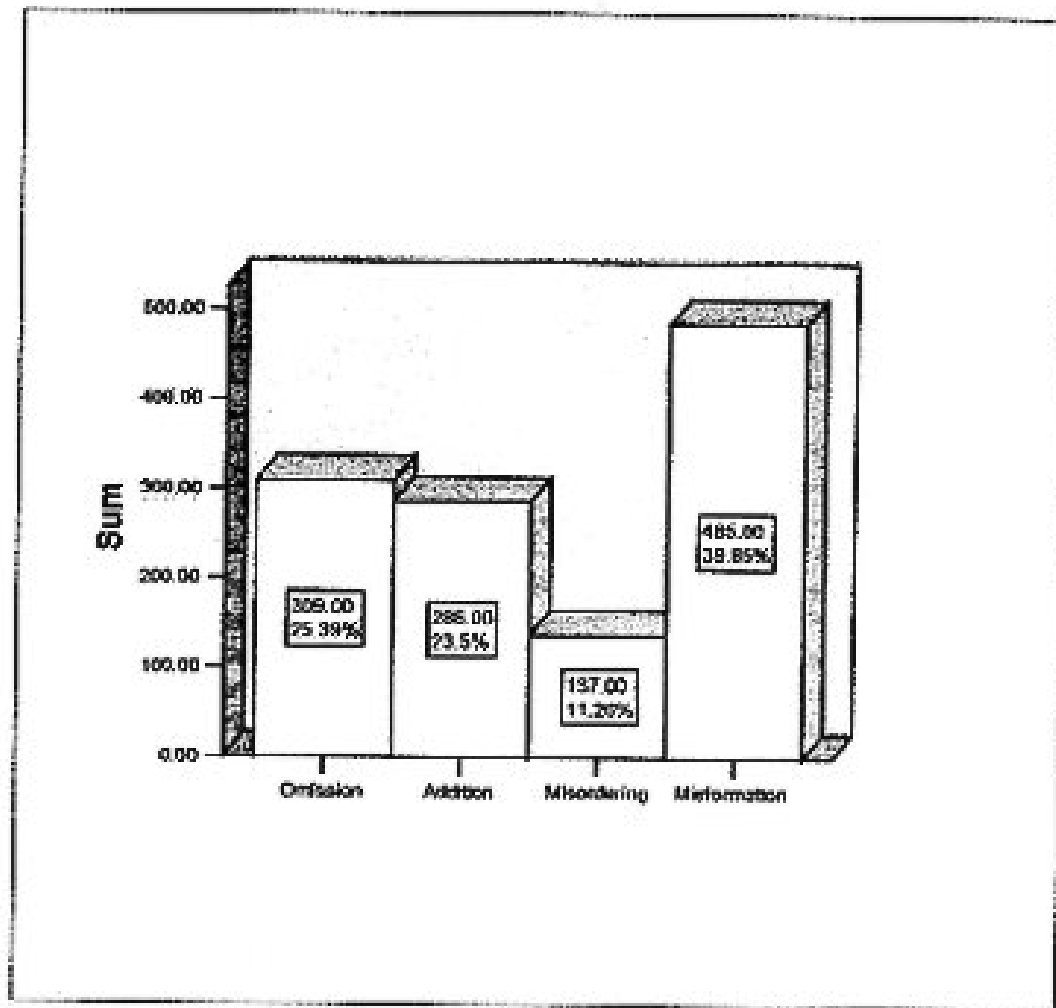
Steps

1. First, pour a sachet of jelly into a large bowl, and while whisking add the cold water.
2. Second, put the sugar, and stir it again
3. wait until boiled and milk
4. next, put it into bowl until full
5. Then, put it into freezer for 1 hours
6. Finally, Serve with cake and Juice

We aren't ^{need} long time to make a Jelly and Jelly is healthy for body.

Graph

Kind of Errors



No	Categories		Omission	(%)	Addition		Misordering		(%)	Misinformation		(%)
	Subcategories				(%)		(%)					
1	Action verbs	2	0.6472	-	-	-	-	32	-	32	6.5979	
2	Adjectives	-	-	-	-	-	-	11	-	11	2.2680	
3	Adverbs	-	-	-	-	75	-	8	54.7445	8	1.6495	
4	Articles	39	12.6214	98	34.2657	-	-	8	-	8	1.6495	
5	Be	142	45.9547	92	32.1678	-	-	57	-	57	11.7526	
6	Clauses	-	-	-	-	-	-	32	-	32	6.5979	
7	Do auxiliary	12	3.8835	-	-	-	-	-	-	-	-	
8	Gerund	-	-	-	-	-	-	8	-	8	1.6495	
9	Main verbs	14	4.5307	-	-	-	-	-	-	-	-	
10	Nouns	-	-	-	-	-	-	14	-	14	2.8866	
11	Noun phrases	-	-	-	-	-	44	-	32.1168	-	-	
12	Objects	12	3.8835	19	6.6434	18	13.1387	-	-	-	-	
13	Plural usages	-	-	-	-	-	-	135	-	135	27.8351	
14	Possessive marker	16	5.1780	14	4.8951	-	-	13	-	13	2.6804	
15	Prepositions	52	16.8285	63	22.0280	-	-	44	-	44	9.0722	
16	Relative pronouns	2	0.6472	-	-	-	-	17	-	17	3.5052	
17	Singular usages	-	-	-	-	-	-	8	-	8	1.6495	
18	Subjects	18	5.8252	-	-	-	-	-	-	-	-	
19	Tense	-	-	-	-	-	-	68	-	68	14.0206	
20	Third person sing. verbs	-	-	-	-	-	-	30	-	30	6.1856	
TOTAL			309	100	286	100	137	485	100	485	100	

SURAT PERNYATAAN

Yang bertanda tangan di bawah ini adalah saya:

Nama : Tuti Widyastuti, S. Pd

Pekerjaan : Pengajar

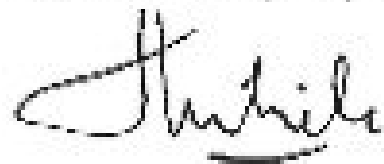
Alamat : Depok, Panjatan, Kulon Progo

Menyatakan bahwa saya telah melakukan triangulasi data sehubungan dengan analisis data yang dilakukan oleh mahasiswa bernama Rusdi dalam penelitian yang berjudul, *Errors in Writing Made by the Second Year Students of SMA N 2 Wates Kulon Progo*.

Demikian surat pernyataan ini saya buat dengan sebenarnya untuk digunakan sesuai dengan keperluannya.

Wates, Mei 2010

Yang membuat pernyataan,



Tuti Widyastuti, S. Pd

NIP. 19540812 197903 2 003



**PEMERINTAH KABUPATEN KULON PROGO
DINAS PENDIDIKAN
SMA NEGERI 2 WATES**

Jalan Bendungan, Wates, Kulon Progo 55651 Telp./Fax. (0274) 773055
E-mail : smadawates@yahoo.co.id
KULON PROGO

SURAT KETERANGAN

Nomor : 070 / 397 / VII / 2009

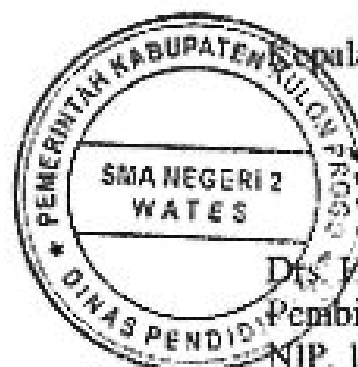
Kepala SMA Negeri 2 Wates Kulon Progo menerangkan bahwa :

Nama	: R U S D I
NIM	: 05202244115
Perguruan Tinggi	: Universitas Negeri Yogyakarta
Keterangan	: Telah mengadakan penelitian dengan mengambil Judul ERRORS IN WRITING MADE BY THE SECOND YEAR STUDENTS OF SMA N 2 WATES KULON PROGO
Waktu	: 13 Juli s.d. 17 Juli 2009
Tempat	: SMA Negeri 2 Wates

Demikian surat keterangan ini kami berikan agar dapat dipergunakan sebagaimana mestinya.

Wates, 27 Juli 2009

Kepala SMA Negeri 2 Wates




Drs. H. MUDJIONO

Pembina, IV/a


NIP. 19550710 197803 1 007

4. Izin ini tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu kestabilan Pemerintahan dan hanya diperlukan untuk kepentingan ilmiah.
5. Surat izin ini dapat diajukan untuk mendapat perpanjangan bila diperlukan.
6. Surat izin ini dapat dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan tersebut diatas.

Kemudian diharap kepada para Pejabat Pemerintah setempat untuk dapat membantu seperlunya.

Ditetapkan di : Wates

Pada Tanggal : 1 Juli 2009

KEPALA
KANTOR PELAYANAN TERPADU

SRI TEGARI, S.H.
Pembina T.L.I; IV/b
NIP. 19551101 198903 2 001

Tembusan kepada Yth.:

1. Bupati Kulon Progo (sebagai laporan);
2. Kepala Bappeda Kabupaten Kulon Progo;
3. Kepala Kantor Kesbanglumas Kab. Kulon Progo;
4. Kepala Dinas Pendidikan Kabupaten Kulon Progo;
5. Kepala SMA N 2 Wates Kulon Progo
6. Yang bersangkutan;
7. Arsip



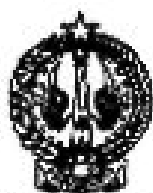
PEMERINTAH KABUPATEN KULON PROGO
KANTOR PELAYANAN TERPADU

Alamat : Jl. KHA Dahlan, Wates, Kulon Progo Telp.(0274) 774402 Kode Pos 55611

SURAT KETERANGAN / IZIN

Nomor : 070.2 / 282 / VII / 2009

- Memperhatikan : Surat dari Sekretariat Daerah Provinsi DIY Nomor 070/3447 tanggal 01 Juli 2009 Perihal Ijin Penelitian
- Mengingat : 1. Keputusan Menteri Dalam Negeri Nomor 9 Tahun 1983 tentang Pedoman Pendataan Sumber dan Potensi Daerah;
2. Peraturan Menteri Dalam Negeri Nomor 33 Tahun 2007 tentang Pedoman Penyelenggaraan Pelaksanaan Penelitian dan Pengembangan di lingkungan Departemen Dalam Negeri dan Pemerintahan Daerah;
3. Keputusan Gubernur Daerah Istimewa Yogyakarta Nomor : 38/12/2004 tentang Pemberian Izin Penelitian di Propinsi Daerah Istimewa Yogyakarta;
4. Peraturan Daerah Kabupaten Kulon Progo Nomor : 15 Tahun 2007 tentang perubahan atas Peraturan Daerah Kabupaten Kulon Progo Nomor : 12 Tahun 2000 tentang Pembentukan Organisasi dan Tata Kerja Dinas Daerah;
5. Peraturan Bupati Kulon Progo Nomor : 56 Tahun 2007 tentang Pedoman Pelayanan pada Kantor Pelayanan Terpadu Kabupaten Kulon Progo.
- Diizinkan kepada : **R U S D I**
- NIM / NIP : 05202244115
- PT/Instansi : Universitas Negeri Yogyakarta
- Keperluan : IZIN PENELITIAN
- Judul/Tema : **ERRORS IN WRITING MADE BY THE SECOND YEAR STUDENTS OF SMA N 2 WATES KULON PROGO**
- Lokasi : SMA N 2 WATES KULON PROGO
- Waktu s/d : 01 Juli 2009 s/d 01 Oktober 2009
- Dengan ketentuan :
1. Terlebih dahulu menemui/melaporkan diri kepada Pejabat Pemerintah setempat untuk mendapat petunjuk seperlunya.
 2. Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan yang berlaku.
 3. Wajib melaporkan hasil PKL / Penelitian kepada Bupati Kulon Progo c.q. Kantor Pelayanan Terpadu Kabupaten Kulon Progo.



PEMERINTAH PROVINSI DAERAH ISTIMEWA YOGYAKARTA
SEKRETARIAT DAERAH

Kepatihan Danurejan 55213, Telepon: 512243, 562811, s/d 562814

SURAT KETERANGAN/IJIN

Nomor : 070/ 3447

Membaca : Dekan Fakultas Bahasa dan Seni-UNY Nomor : 968/H.34 12/PP/VI/2009

Tanggal : 29 Juni 2009 Perihal : **Ijin Penelitian.**

Mengingat : Keputusan Menteri Dalam negeri Nomor 61 Tahun 1983, tentang Pedoman Penyelenggaraan Pelaksanaan Penelitian dan Pengembangan di Lingkungan Departemen Dalam Negeri;
Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pengembangan, Pengkajian dan Studi Lapangan di Daerah Istimewa Yogyakarta.

Di Ijinkan kepada :

Nama : **RUSDI** NIM./NIP. : **05202244115**

Alamat : Karangmalang, Yogyakarta.

Judul Penelitian : **ERRORS IN WRITING MADE BY THE SECOND YEAR STUDENTS OF SMA NEGERI 2 WATES KULON PROGO**

Lokasi : Kabupaten Kulonprogo

Waktu : Mulai Tanggal 01 Juli s/d 01 Oktober 2009

Ketentuan:

- 1 Menyerahkan surat keterangan/ijin dari Provinsi DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin;
- 2 Menyerahkan *soft copy* hasil penelitiannya kepada Gubernur Daerah Istimewa Yogyakarta cq. Biro Administrasi Pembangunan Setda Provinsi DIY dalam *compact disk (CD)*, dan menunjukkan cetakan
- 3 Ijin ini hanya dipergunakan untuk keperluan ilmiah;
- 4 Waktu penelitian dapat diperpanjang dengan mengajukan surat ijin ini kembali;
- 5 Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila peneliti tidak memenuhi ketentuan-ketentuan yang berlaku.

Demikian untuk dapat dipergunakan sebagaimana mestinya.

Dikeluarkan di : Yogyakarta

Pada tanggal : 01 Juli 2009

An. Sekretaris Daerah

Asisten Perekonomian dan Pembangunan

Ub. Kepala Biro Administrasi Pembangunan

Tembusan disampaikan Kepada Yth.

1. Gubernur DIY (Sebagai Laporan)
2. Bupati Kulonprogo cq. Ka. KPT
3. Dinas Pendidikan Pemuda dan Olah Raga Provinsi DIY
4. Dekan Fakultas Bahasa dan Seni-UNY
5. Yang Bersangkutan





DEPARTEMEN PENDIDIKAN NASIONAL

UNIVERSITAS NEGERI YOGYAKARTA

FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 Telp. (0274) 550843, 548207 Fax. (0274) 548367
<http://www.fbs.uniy.ac.id/>

FRM/FBS/35-00

31 Juli 2009

Nomor : 968/H.34.12/PP/VI/2009
Lampiran : --
Hal : Permohonan Izin Penelitian

29 Juni 2009

Kepada Yth.

Gubernur Daerah Istimewa Yogyakarta
c.q. Kepala Biro Administrasi Pembangunan
Sekretariat Daerah Propinsi DIY
Komplek Kepatihan-Danurejan, Yogyakarta 55213

Diberitahukan dengan hormat bahwa mahasiswa dari Fakultas kami bermaksud akan mengadakan penelitian untuk memperoleh data penyusunan Tugas Akhir, dengan judul :

Errors in Writing Made by The Second Year Students of SMA Negeri 2 Wates Kulon Progo

Mahasiswa dimaksud adalah :

Nama : R U S D I
NIM : 05202244115
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Lokasi Penelitian : SMA Negeri 2 Wates, Kulon Progo
Waktu Penelitian : Bulan Juli s.d. Agustus 2009

Untuk dapat terlaksananya maksud tersebut kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasamanya disampaikan terima kasih.

